

Kelly McDonald

Bio 195T, Teaching Internship, is a service learning opportunity for biology majors and minors interested in pursuing a career in K-12 science teaching. It is an elective, stand-alone field experience that is not embedded or linked to another course. Students are placed in the classrooms of partnering schools under the supervision of an experienced science teacher. Students receive 1 unit of upper division credit for 40 hours of work; at least 30 hours must be in the classroom. The additional hours can be spent on classroom preparation, reflective journaling, and meeting with the supervising teacher (at the placement school) and the Bio 195T course coordinator (in the Department of Biological Sciences).

Through this course, you will participate in a civic engagement/service learning experience. **Service Learning** is defined as "A teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content." *The CSU Office of the Chancellor, Center for Community Engagement*. Your "course content" is the collection of knowledge and skills learned through your biology degree program. **Civic Engagement** is defined as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference." Excerpt from the preface of *Civic Responsibility and Higher Education*, edited by Tomas Ehrlich, published by Oryx Press, 2000.

Todd Migliaccio

SOC 169: Changing American Family

Students will gain a more direct understanding of social issues affecting families by participating in community-based service-learning. Some of the issues may include alternative family forms, how the family socializes and influences the behaviors of family members in the rest of society, how social forces impact people and their families, and/or relationships, how they begin, experiences within them and the break ups. Most students will work with individuals or groups in an atmosphere that will reveal family dynamics and how they influence interactions outside of the family. Along with this, students will also begin to learn of the diverse experiences that exist within families. Finally, students in such an environment will gain an up close perspective about how community services and organizations influence the family. Some students may work in organizations that deal directly with family, thus experiencing the social events and experiences that families encounter, as well as the diversity of experiences that those entail. Regardless, they will likely encounter similar issues discussed above, but from a different perspective. It is largely about seeing the relationship between the academic discussions of family and the lived experiences of family.

Ann Moylan

FACS 162, Family Support Services

Application of family science to the development, implementation and evaluation of family support services. Implications of research for practice with diverse families. Focus on developing skills in family-centered services, family-professional collaboration, resource-based and asset-based intervention. **Lecture on campus, two hours; service learning in the community, three hours.**

About Service Learning

California State University, Sacramento has placed a high priority on **Service Learning**. This is in accordance with the University's goal regarding the public life of the university. That is, we are committed to partnerships with regional agencies, both as producers of and consumers of knowledge. We are committed to developing compassionate, caring and competent citizens with a strong sense of civic responsibility. This is one of your opportunities to shape the world in which you live.

Teacher Scholar Collaborative
Feb. 3, 2012
Kelly McDonald, Todd Migliaccio, Ann Moylan

Introduction:

Introduction of professors, service learning, and the three service learning courses

History of our collaboration:

- CEC request to assign common essay;
- Call for Proposals for Continuums of Service Conference, Seattle, April 11 – 13
- Call out from Ann to seven possible partners. Four faculty came on board with a range of motivations and differing levels of commitment at first.

Impact of collaboration:

- ❖ Support group
- ❖ Shift in perspective: SL as applied to students' personal development, academic development, civic engagement, and career development.
- ❖ Increased commitment to Service Learning
- ❖ Impact on teaching: When we are engaged, the students are engaged.
- ❖ Connections to Community Engagement Center and the Graduation Initiative

Goals:

- Teaching/Pedagogy
- Programmatic/Curriculum Development
- Research

Why does this collaborative work?

- It is apolitical
- There is no mandate
- It is faculty driven
- We can split up the workload
- We are working with colleagues outside our home departments
- We have had several deadline to keep us on track: conference proposal, UEI proposal, TSC presentation

Challenges:

- Time and scheduling
- Limited awareness of the literature in this area (Service Learning)
- We speak different languages due to our different disciplines
- Lack of clear long-term goals